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CUMMINGS, D.E.

1949

AN ANALYSIS OF ENGLISH TEXT-BOOKS ON FIFTH GRADE
LEVEL ON ORAL REPORTING

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AN ANALYSIS OF ENGLISH TEXTBOOKS
ON FIFTH GRADE LEVEL ON ORAL REPORTING

A Thesis

Submitted by

Doris Elizabeth Cummings

(B.S.E., Fitchburg State Teachers College, 1941)

In partial fulfillment of requirements for degree
of Master of Education

1949

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Year	Month	Day	Time	Location	Remarks
1910	Jan	1	10:00	St. Paul	Arrived from St. Paul
1910	Jan	2	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	3	10:00	St. Paul	Arrived from St. Paul
1910	Jan	4	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	5	10:00	St. Paul	Arrived from St. Paul
1910	Jan	6	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	7	10:00	St. Paul	Arrived from St. Paul
1910	Jan	8	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	9	10:00	St. Paul	Arrived from St. Paul
1910	Jan	10	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	11	10:00	St. Paul	Arrived from St. Paul
1910	Jan	12	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	13	10:00	St. Paul	Arrived from St. Paul
1910	Jan	14	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	15	10:00	St. Paul	Arrived from St. Paul
1910	Jan	16	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	17	10:00	St. Paul	Arrived from St. Paul
1910	Jan	18	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	19	10:00	St. Paul	Arrived from St. Paul
1910	Jan	20	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	21	10:00	St. Paul	Arrived from St. Paul
1910	Jan	22	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	23	10:00	St. Paul	Arrived from St. Paul
1910	Jan	24	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	25	10:00	St. Paul	Arrived from St. Paul
1910	Jan	26	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	27	10:00	St. Paul	Arrived from St. Paul
1910	Jan	28	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	29	10:00	St. Paul	Arrived from St. Paul
1910	Jan	30	10:00	St. Paul	Left St. Paul for St. Louis
1910	Jan	31	10:00	St. Paul	Arrived from St. Paul

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INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION AND STATEMENT OF THE PROBLEM

Many situations arise daily in both social and business situations which require oral English. It is important that we teach children to use correct English.

There are many textbooks today available for teaching oral English. In order to be an efficient student of English we must have the language skills so well in hand that they become automatic. Some pupils can absorb new material quite readily, others may need much practice. Since instruction should make it possible for a child to engage in those language activities in which he regularly finds himself a member, many purposeful situations requiring the use of the spoken word should be made functional in the classroom.

As a result of the foregoing fact the writer has become interested in the field of oral reporting. The purpose of this study is to so analyze English textbooks, in current use, on the fifth grade level, for content material covering oral reports.

Each textbook is to be so analyzed according to the number of opportunities available in the textbook to perform in learning how to do and how to improve the following:

1. Announcements - including notices
2. Conversations - both business and social
3. Descriptions - articles and things
4. Discussions - informal, planning reports, group
5. Dramatizations
6. Explanations

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7. Giving directions
8. Giving reviews - books read, radio programs heard, movies seen
9. Introductions
10. Meetings - clubs and organizations (procedure)
11. Reporting - speeches, persuasive talks, special topics,
personal experiences, committees
12. Story telling - original, reproduced
13. Using telephone - social, business

From an analysis of the data to be obtained, it is hoped that answers may be found to the following questions:

1. What opportunities are presented to the pupils in grade five, on the subject of oral reporting, in current English textbooks?
2. What topics are presented to the pupils, in current English textbooks, that will give the children the greatest number of opportunities to engage in for the purpose of oral reporting?
3. What topics are presented, in the current English textbooks, that will give the children the least number of opportunities to engage in for the purpose of oral reporting?
4. What books can be best selected, by the teacher, for use on the fifth grade level so as to give students the needed opportunities for speaking activities which will be encountered in their life situations?

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

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SUMMARY OF PREVIOUS RESEARCH

Our language enables us to understand one another. Investigations in the language arts have placed major emphasis on oral expression because of its utilitarian value.

Parret¹ states,

America is needing an oncoming generation of critical thinkers and communicators of thought. The American Public School is being forced to see the importance of developing habits of good speech in children. For their present living and for growth in the ways of citizenship they must learn to speak economically, accurately, and pleasantly to influence their listeners. To live harmoniously and creatively all communication arts need foremost consideration on the elementary school level where children are found to be flexible, enthusiastic and skillful.

The ability to converse well is an essential part of this leadership. Modern schools seek to train for leadership in a democratic society so it is one of their chief functions to give students the ability to speak well. A much needed tool for the education of all is the ability to express one's ideas before a group. This will have more effect on the life-adjustment and the occupational success of the individual than anything else that the school does for him.

Baker² says that,

Whoever aspires to succeed in business, to secure and maintain a standing among friends, or to be a leader in any kind of human activity will have his chances of success increased by the ability to talk to the point with force and convincingness and the moving power of persuasion.

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1. Parret, Margaret. "The Program in Spoken English." Elementary English 24: 225; April 1947.
 2. Baker, Elizabeth. Spoken English and How to Teach It. Rand McNally and Company, 1925.

Anderson¹ in discussing the need for oral reporting states,

The educational psychologist presents evidence to show that the psychological factors are so different in writing and speaking that in order to become effective in the use of oral English our training must be a specific preparation for it. This takes on significance when we realize that ninety per cent of our English is oral and only about ten per cent is written.

Potter² studied children from grades three through six and concludes,

We can feel confident that it would be advisable to employ language training of elementary and secondary school pupils a combination developed only through oral practice, then, in order to make him successful in speaking activities, our school training must give him practice.

Schuell³ states that,

One of the speech needs of the child is obviously some training and preparation for the speech situations which he frequently encounters. He makes inadequate responses because he does not know how to make better ones and the resultant sense of inferiority and insecurity is carried over into later social and speech situations.

A basic skill like speech which is closely related to social adjustment, to the development of the personality and to the mental growth should be a matter of serious consideration to every educator who cares for welfare of the child.

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1. Anderson, H. R. "An Experiment in Oral and Written English." School and Society 38; 808-9; December 16, 1933.
 2. Potter, Ruth. Comparison of Oral Recall with Written Recall of Silent Reading in the Middle Grades, Master's Thesis, Boston University, 1928.
 3. Schuell, Hildred. "Speech Development at the Intermediate Level." The Educational Digest 10: 43; May 1945.

An Experience Curriculum¹ points to the fact that,

Students in the elementary grades and students in high school and colleges should have more experience in spoken than in written communication for throughout life, occasions for speaking are more frequent than those for writing, more varied in type, more important and in many ways more difficult to meet.

In Bucknam's² study of pupils in grade five, she finds that her conclusions were the same as those drawn by Potter³ that, "in the grades to and through the fifth oral report is on the whole superior to the written report."

Bushnell⁴, in a study of tenth grade pupils, demonstrates that "the competency of the skills were reversed, with the written reproduction of material read silently superior to the oral reproduction." These results should be of great concern to the educator as it is readily recognized that adult life demands more frequent use of oral expression than written.

Several studies were investigated to find out where provision was first made to prepare the individual to meet the demands of fluency in

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1. An Experience Curriculum. National Council of Teachers of English. New York: D. Appleton-Century Company, 1935. p. 136-37
 2. Bucknam, Margaret E. "A Comparison of the Fluency of Oral Recall with Written Recall in Silent Reading in Geography in Grade Five", Master's Thesis, Boston University, 1941.
 3. Potter, Ruth. Op. Cit.
 4. Bushnell, Paul. An Analytical Contrast of Oral and Written English Contributions to Education, No., 451. Teacher's College, Columbia University, 1930.

And that we are not to be deceived by the
appearance of things, for the heart is often
deceived by the eye, and the eye is often
deceived by the heart. For the heart is often
deceived by the eye, and the eye is often
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oral reporting. Hahn¹ states that,

If the classroom teacher is going to guide her children in the improvement of their everyday speech, she must know what skills and characteristics of speech to expect at a given grade level. A study of the speech needs of the primary classrooms will show a need for speech improvement in fifty per cent of the children, and the need for skills in phrasing, pitch changes and adequate loudness by most of them. These are not skills which can be approached directly at the primary level, but which result when the situation is manipulated to produce them, when the listening is fun, and the communication of ideas to actual listeners is stressed.

Bowden² says that,

The effective use of language for the purpose of communication depends upon two things: first, using language frequently, both oral and written; second, learning what language is and how to use it.... A language program for grade one through six should be built around conversation, discussion, stories, reports, and dramatizations for oral expression.

Dawson's³ findings show that,

It is only as children make actual use of the skills in situations where they have a real message to convey to their associates that they will learn to use the skills competently in everyday living.

Lehr⁴ states that,

Instruction in making reports needs to begin in the grades. More emphasis will be placed upon it in the intermediate grades than in the primary grades because it is a skill needed more often by older children.

-
1. Hahn, Elise. "The Speech of First Grade Children in Audience Situations." Elementary English 25: 39; January 1948.
 2. Bowden, Florence B. "Conversation and Discussion in the Elementary School." Elementary English 24: 293; May 1947
 3. Dawson, Mildred A. "Maximum Essentials in English." -Elementary English 25: 63; January 1948.
 4. Lehr, Elizabeth. "Language in the Intermediate Grades." Elementary English Review 23: 161; April 1946.

Gale's¹ findings show that "oral reports should begin early in the student's life. The fourth grade is not too early. In many cases it will have more effect on the life adjustment and the occupational success of the individuals than on anything else the school does for him."

Language is a living instrument needed in all of life's social relationships. It can never really be disassociated from life. The language program in the classroom must make use of life's social needs for language. Through such use the language will be vitalized and the learning of language will be enriched.

Callihan² finds that,

The teacher who uses the situations in everyday life that requires expression, and teaches the mechanics so well that children apply them in oral and written expression, is not just teaching language but is training for citizenship. Through this kind of training children develop a sensitivity to social and civic obligations and acquire the skills that enable them to participate efficiently in society.

Trabue³ sums up his findings by stating,

The language one uses is probably the basis upon which his general culture and personality are judged more often than any other single index. What one says and his way of saying it are interpreted almost universally as indicative of the kind of person he is. No other subject taught in the schools has larger possibilities for building the reputation of the student.

1. Gale, R. J. "Steps to the Good Oral Report." Elementary English Journal 36; 474; November 1947.

2. Callihan, Cordia V. "Language in the Middle Grades." Elementary English Review 16: 111; January 1936.

3. Trabue, M. R. National Society for the Study of Education Forty-third Yearbook. Part 2. p.1.

A speech program is basic to education for democracy and for character development which is an aid to effective social living.

Parsons¹ undertook the program of developing a program for the improvement of speech education in the elementary schools of West Orange, New Jersey. Using 300 pupils for the experiment he concluded that,

Modern educators recognize that the school has the responsibility of helping children not only to get more and better ideas, but also to organize and communicate these ideas more effectively to others. The elementary school should offer increased opportunities to children for the sharing of common experiences and interests through such creative speech activities as class discussions, extemporaneous talks, conversations, dramatizations, choral speaking, and story telling.

Hosic² recognizes the value of the oral program in the teaching of composition, and expresses his observations as follows,

The chief business of the instruction in English composition in the schools is to give children and young people better command of the vernacular for their present social needs. No one will deny that the most pressing and far-reaching need is that of clear, pleasant, correct and effective speech.

Smith³ makes the statement that,

Group discussion and co-operative thinking and planning need stress in the upper years of the senior high school as well as throughout the elementary and secondary school period. Relating an informal personal experience still leads all other aspects of oral communication in frequency of use in life.

-
1. Parsons, Robert. "An Experiment in Speech Education in the Elementary Schools." Quarterly Journal of Speech 31: 217; April 1945.
 2. Hosic, J. F. "The Aims of English Composition Teaching." Twenty Second Yearbook for the Study of Education. Part 1, 1923.
 3. Smith, Dora. "The Curriculum Study by English Teachers." California Journal of Secondary Education 22: 243; October 1947.

Mosso's¹ studies show that,

Fifty per cent of the pupils in our schools will probably do most of the writing in the form of business and friendly letters but one hundred per cent of them will use daily the art of oral expression. For successful living in a democracy one must be able to depend on himself. He must think clearly, independently, and critically. The panel, the forum, debating, the reading of notices, the giving of reports are all forms of oral expression which provide this type of training.

Webb² makes the assertion that

Children are aware of the importance of preparation for a future vocation and sense something of adult personality. This evidence is noted in the upper elementary grades as one listens to children's conversation, as language is used as a tool in social planning, the sharing of confidences, and estimates of self and others with whom they come in contact.

McKee³ after intensive research found that

The most valuable subjects for the children are those of the greatest importance in meeting the situations or activities of modern life. The most important activities are those that occur most commonly and frequently or crucially.

Such a list of activities, for use in oral recall as given by McKee are: making announcements, giving directions or instructions, carrying on conversations, making speeches, talks, reports, introductions, using the telephone, and telling stories.

Research proved that McKee's findings were modified by the studies of other educators and a few changes gave a better division of subjects needed for oral activity.

-
1. Mosso, Asenath. "The Relation of Oral Communication to Other Aspects of the English Program." English Journal 34: 440; October 1945.
 2. Webb, Ruth K. "All Children Think and Plan." Childhood Education 23: 315; March 1947.
 3. McKee, Paul. Language in the Elementary School. Boston: Houghton Mifflin Company, 1934. p. 163.

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Bowden¹ states, "a language program for grades one through six should be built around conversation, discussion, stories, reports, and dramatizations for oral expression."

Callihan² reports that,

The oral and written composition work should provide opportunities for training in the speaking and writing activities in which people engage such as carrying on conversations, making introductions, telling stories, using the telephone, making announcements, giving explanations and directions.

Shea³ claims,

Language is a basic tool in and out of school--in conversation, in discussion, in letter writing, in telephoning, in reading, in listening to the radio--in short, language is the basic tool of communication all day long.

McMillan⁴ finds that to conduct oneself well in the oral aspects which life demands one must have some knowledge of how to take part in "conversations, participating in panel discussions, debates, special topics, reports, ballads, poems, news and story telling."

Brink⁵ relates,

Extemporaneous speaking is a valuable experience in oral communication--one which helps develop effective use of oral language as well as poise and confidence. It is a form of speaking whose values are great enough to merit frequent use in the English class as a means of enriching study units and giving pupils specific training in speaking.

1. Bowden, Florence B. Op. Cit.

2. Callihan, Cordia V. Op. Cit.

3. Shea, Marion Emory. "Language Arts for the Teacher."
Elementary English 24: 244; April 1947.

4. McMillan, Martha. "Oral English for the Seventh Grade."
Grade Teacher 64: 74; March 1947.

5. Brink, Laureen L. "Extemporaneous Speaking in the English Class."
English Journal 36: 474; November 1947.

Loban¹ concludes,

Teaching systematic grammar is no substitute for teaching English usage and effective expression through continuous practice in the use of language in meaningful situations. Grammar will not take the place of speaking, hearing, writing, and reading situations in which the student wants successful communication.

An Experience Curriculum² relates that the

Strands of experience in oral communication are; conversing, telephoning, discussion, planning telling stories, dramatizing, reporting, and speaking to groups. Each strand, which is essentially a series of similar types of experience gradually increasing in scope and difficulty, runs through the elementary or secondary level or both.

Painter³ concludes that if one is learning the technique of speech he will

develop a self confidence which will help the student to express himself to one individual or a hundred.... Oral activities for the classroom are: roll call, conversation groups, informal life-situations, interviews, forums, panel discussions, reports, oral reading, story telling, choral speaking, dramatization, radio, debate, recording and parliamentary procedures.

Lindahl⁴ found that

There are so many needs for the living use of oral language in the classroom that no child should have an impoverished oral language program.... The correct observance in oral language is another channel through which the language program can make a vital contribution to effective, happy living. Using the telephone, making and acknowledging introductions, giving directions, and making announcements are some of the life situations with which all individuals are quite frequently confronted. If children are provided with meaningful opportunities for early training in these uses of language, they will be able to perform these social acts with ease, grace, and correctness.

-
1. Loban, Walter. "Studies of Language Which Assist the Teacher."
English Journal 36: 523; December 1947.
 2. An Experience Curriculum. Op. Cit.
 3. Painter, Margaret. "Oral Emphasis in the English Class."
English Journal 36: 351-52; January 1947.
 4. Lindahl, Hannah M. "Vitalizing the Language Program."
Elementary English Review 21: 286-87; December 1944.

As will be shown in the following paragraphs of this study, which gives the criteria for the examination of the English textbooks, the discussions that were found in research reading, were used as guides in the compilation of the items for which the books were analyzed. The list is not assumed to be exhaustive, for the complete subject of oral recall is too complex to permit treatment of all phases in one or in several studies. Of the many possible items for which the texts might have been examined thirteen were selected on the basis of those items which other studies, or recognized authorities have considered important or pertinent to this application. The writer considered at all times the primary purpose of this study which was to discover the extent of material on the subject of oral recall in the specific form of the classroom oral report, in current English textbooks, on the fifth grade level.

CHAPTER II

PLAN OF STUDY

CHAPTER II

PLAN OF STUDY

The writer wrote to the following companies for copies of their fifth grade English textbooks: Allyn and Bacon Company, American Book Company, Ginn and Company, D. C. Heath and Company, Houghton Mifflin Company, Laidlaw Brothers, Lyons and Carnahan, Macmillan Company, Charles E. Merrill Company, Noble and Noble, Row, Peterson and Company, Charles Scribners and Sons, Scott, Foresman Company, Silver Burdett Company, John C. Winston Company, and World Book Company.

The following books were obtained for this study.

1. David Burleson and Laurie Cash. Adventures in English. Grade Five. Boston: Allyn and Bacon Company, 1947.
2. W. Wilbur Hatfield, E. E. Lewis, and Elizabeth Guilfoile. English Activities. Grade Five. Boston: American Book Company, 1936.
3. Alexander J. Stoddard, Matilda Bailey, and William Dodge Lewis. English Grade Five. Boston: American Book Company, 1948.
4. Roy Ivan Johnson, Mata Virginia Bear, and Bess Goodykoontz. English in Work and Play. Fifth Grade. Boston: Ginn and Company, 1942.
5. R. W. Bardwell, Ethel Mabie Falk, and J. C. Tressler. Exchanging Thoughts. Fifth Grade. Boston: D. C. Heath and Company, 1944.

6. Harry A. Greene, Maude McBroom, Ruth Moscrip, and Norma Gillett.
In School and Out. Fifth Grade. New York: Row, Peterson and Company, 1941.
7. M. R. Trabue and Bessie Bacon Goodrich. Language Arts. Fifth Grade. New York: Charles E. Merrill Company, 1941.
8. Mildred A. Dawson and Jonnie Mashburn Miller. Language for Daily Use. Grade Five. New York: World Book Company, 1948.
9. Florence K. Ferris, Edward E. Keener, and Arthur F. Giddings.
Learning Essential English. Fifth Grade. New York: World Book Company, 1948.
10. Paul McKee and Annie McCowen. Sharing Experiences. Fifth Grade. Boston: Houghton Mifflin, 1945.
11. L. J. O'Rourke. We Talk and Write. Book Three. New York: Scott, Foresman and Company, 1942.
12. Frederick H. Bair, Elma A. Neal, Inez Foster, and Ollie P. Storm. Words and Their Use. Fifth Grade. Boston: Macmillan Company, 1940.

ANALYSIS PROCEDURE

Following a study of research on the general topic of oral recall, the writer decided to deal only with the single topic of oral recall in the elementary classroom. The material in this paper is, therefore, confined to an analysis of English textbooks used on the fifth grade level for materials pertaining to oral recall in the specific form of the classroom oral report.

The twelve textbooks selected to be analyzed for this study were published between 1936 and 1948.

This investigation is to determine the amount of material included in the textbooks for improving oral recall and for oral reporting. No provision was made for the contrasting of aided or unaided recall.

A check list of thirteen items was developed to use in checking the books.

Each of the twelve textbooks reported upon was checked by means of this list and the findings plotted upon tables.

Each book was examined first through the index to locate the textual material on oral reporting. The introduction or preface of each book was studied for the purpose of discovering aims or objectives for the teaching of oral recall when no mention was made of it in the main body of the book. Each book was then examined page by page for any of the thirteen items on the check list. Each item was noted and an appropriate record made on a table for this item.

The results of the analysis are presented in the next chapter.

Before using the check list it was important to know the meaning of each item used on the list. A definition of terms was necessary.

DEFINITION OF TERMS
AND
ILLUSTRATIONS OF ORAL REPORT MATERIAL

In this study recall means the ability to make an oral report following silent reading.

Report, is used to further explain the definition of recall as it applies to the specific purpose of using recall orally in the classroom as a report of the pupil's research reading.

Only in general discussion will the term oral English be used synonymous with the two terms oral recall and oral report. In current literature, the other use of the word oral English seems to be intended to be used with all functions of oral English many of which are not associated with the more specialized activities of recall and report.

Illustrations from the English textbooks found to contain material on the subject of oral reporting have been chosen impartially as being typical samples of the material concerning the oral report. These illustrations will be presented in the order indicated on the check list in the introduction, according to which, each English textbook was analyzed.

ANNOUNCEMENTS

Announcements are what has been announced or made known by private or public notice of some kind and will give the following information as what is going to happen, who is going to do it, where it will happen, and when it will happen.

¹"Here are some announcements that James made:

This is Station ABC at Poe School, James Hall announcing. There will be a ball game at Poe School, Tuesday, at four o'clock. The boys from Ivanhoe School will play the boys of Poe School.

Next Thursday, at ten o'clock, there will be an assembly program in the auditorium of Poe School. It will be a musical program."

CONVERSATIONS

Conversation is talking together. This for such occasions that will arise in social and business contacts.

²"The Class Talks it Over

"I didn't know that hobbies ever made people rich," said John Williams.

"They don't always," Miss Kirk answered with a smile.

"Usually people work on their hobbies in their spare time just for the fun of it. You certainly worked on your hobbies this summer without expecting to be paid."

That reminded Alice Lang of all the fun she had had during the summer. "I made new clothes for some of my old dolls," Alice remarked.

"I heard she learned how to make cookies, too," said John.

Alice giggled. "They were awful," she admitted. "I can taste them yet."

"What did you do, Arthur?" Miss Kirk asked.

"Bill French and I collected stamps," Arthur told her.

"It's our new hobby."

The conversation was started. Everyone in the class had a hobby to tell about."

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1. Bair, Frederick., Neal, Elma A., Foster, Inez., and Storm, Ollie P. Words and Their Use. Boston: Macmillan Company, 1940. p. 215.
 2. Stoddard, Alexander J., Bailey, Matilda., and Lewis, William Dodge. English Grade Five. Boston: American Book Company, 1948. p. 5.

DESCRIPTIONS

Descriptions refer to how a thing may be recognized. It may tell about a person, place, thing, or event.

¹"The puppy started to beg. First he sat with his eyes tightly shut as though he were thinking. Then he gave a quick glance at Martha, who was setting the table. He trotted over and pulled at her skirt with short grabs of his hairy paws. As soon as Martha turned around, the puppy's floppy ears began to wiggle, and his eyes sparkled. He looked as though he were saying, "Just watch me now." Over he went on his back, playing dead. His whole body was motionless. Then with a jump he got onto his back feet and started parading around the room with one paw held stiffly out in front of him. Still Martha did not feed him. The puppy looked up with puzzled brown eyes and then rolled completely over. His little black body trembled with excitement."

DISCUSSIONS

Discussions are groups of children talking together with a leader. This is informal for the purpose of talking over class problems and how to solve them.

²"On the day of your discussion, have the committee sit at a table in the front of the room. One should be the chairman. You may pass the discussion back and forth, like this:

CHAIRMAN: Bill will discuss animals that can freeze.

BILL: The rabbit is one animal that does it. You have often seen it freeze in the brush along the road as your car went by.

DOROTHY: It isn't just the freezing that protects it. I had the rabbit listed as one of the animals that had protective coloring. In dried grass and brush you can hardly see it.

CHAIRMAN: That's what we all found out. Many animals have several ways of playing safe.

Your discussion will be more interesting if you talk back and forth, keeping on the subject, instead of making speeches."

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1. Greene, Harry A., Mc Broom, Maude., Moscrip, Ruth., and Gillett, Norma. In School and Out. New York: Row, Peterson and Company, 1941. p. 270.
 2. Bardwell, R. W., Falk, Ethel Mabie., and Tressler, J. C. Exchanging Thoughts. Boston: D. C. Heath and Company, 1944. p. 102.

DRAMATIZATION

Dramatization is children acting out information.

1 "A Day on Shore

Time: December, 1620

Scene: Plymouth, Massachusetts

FIRST WOMAN: (stirring contents of a bowl) Boys, put some more wood on the fire. It's almost noon by the sun, and the squirrel stew isn't quite ready.

FIRST BOY: (feeding the fire) Mother, how does squirrel meat taste?

SECOND BOY: (peeping into pot) Will there be enough for all of us?

PRISCILLA: (laughing) You boys are always hungry. Do you think you've worked enough to earn your dinner?

SECOND WOMAN: Run along, children, and tell Governor Carver dinner's nearly ready.

THIRD BOY: (as children start toward fort builders). Look! Look! (Everyone gazes toward the woods. Samoset approaches Miles Standish. The Indian's right hand is held high.)

SAMOSET: Welcome, Englishmen. Glad to have you for friends. You make home here?

MILES STANDISH: Yes, Chief. Come over to the fire...."

EXPLANATIONS

Explanations use exact words that express a situation as the telling of things in the order of their occurrence.

2 "Giving An Explanation

After Jack gave his report, Ann asked, "What is a bulldogging contest?" Here is Jack's explanation:

Two cowboys, called a hazer and a bulldogger, ride out on their trained ponies. They single out a steer they wish to throw. The hazer rides up beside the steer to keep him running straight. The bulldogger rides up on the other side of the animal.

At the right moment the bulldogger slides from his saddle and grabs the steer's horns. The weight of the bulldogger twists his neck and throws him to the ground.

The bulldogger who throws a steer in the shortest length of time wins the contest."

1. Hatfield, W. Wilbur., Lewis, E. E., and Guilfoile, Elizabeth.
English Activities. Boston: American Book Company, 1936. p. 55-56.
2. Dawson, Mildred A., and Miller, Jonnie Mashburn. Language for Daily Use. New York: World Book Company, 1948. p. 182.

GIVING DIRECTIONS

Giving directions involves the knowing or telling what to do, how to do it, where to go, or instruction in proper order to make the meaning clear.

¹"Giving Clear Directions

Follow these directions for making a paper drinking cup:

Use a piece of paper that is about six inches square. Fold it once to make it three-cornered. To do this, fold it through the middle by putting one corner on the opposite corner. Turn the folded edge toward you and think of it as the bottom edge.

Fold the left corner to the right so that the point is two-thirds of the way across the bottom edge of the paper. Next, fold the right corner to the left. Put the corner between the edges of the left fold and push it as far as it will go.

Now, fold the top corners away from each other and down the outside of the cup as far as they will go. Open the cup between the top folds."

GIVING REVIEWS

Giving reviews are summarizing of books read, radio programs heard, or movies seen.

²"This is Patty Hill's report:

In Roller Skates Ruth Sawyer tells the experiences of Lucinda, who lived in New York. When her father and mother went away for a year, leaving her in a boarding house, she made friends with Mr. Gilligan, who drove a cab, Patrolman M'Gonegal, and Tony, son of the Italian who kept a fruit stand. Best of all was her Uncle Earle.

With her roller skates and a way of getting into trouble, Lucinda had a wonderful time. She shocked nearly everyone, but her Aunt Emily most of all. Often she helped other people, as she did Tony when some rough boys wrecked the fruit stand.

The author has even included parts of Lucinda's real diary. I know you will like the book."

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1. McKee, Paul., and McCowen, Annie. Sharing Experiences. Boston: Houghton Mifflin Company, 1941. p. 215.
 2. Stoddard, Alexander J., Bailey, Matilda., and Lewis, William Dodge. English Grade Five. Boston: American Book Company, 1948. p. 180-181.

INTRODUCTIONS

Introductions require the bringing into acquaintance one person with others.

¹"When your guests come to school, you will introduce them to your teacher. You will get up quietly when you see your mother enter the door and greet her. She will feel at home if you do.

You will introduce your mother this way:

JOAN: Miss Gray, this is my mother.

MISS GRAY: How do you do, Mrs. Snider. We are glad that you could come this afternoon.

MRS. SNIDER: Thank you, Miss Gray. I am very much interested in Joan's work; so I also am glad that I could come."

MEETINGS

Meetings are situations involving parliamentary procedure.

²"John conducted the meeting in this way:

CHAIRMAN: What does the class wish to do on the afternoon before Christmas vacation?

MARY: (rising) Mr. Chairman.

CHAIRMAN: Mary.

MARY: I move that on the afternoon before Christmas we have a Christmas program and invite our parents.

(This is called making a motion.)

RUTH: I second the motion.

CHAIRMAN: It has been moved and seconded that on the afternoon before our Christmas vacation we have a Christmas program and invite our parents. What do the rest of you think of this plan?

(A discussion followed and many pupils expressed their opinions.)

CHAIRMAN: (when the discussion was finished) All those in favor of the motion say YES. All those opposed to the motion say NO. (If there is any doubt, members should show their vote by raising their hands or by standing.)

CHAIRMAN: The motion is carried."

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1. Bardwell, R. W., Falk, Ethel Mabie., and Tressler, J. C.
Exchanging Thoughts. Boston: D. C. Heath and Company, 1944. p. 35.
 2. Ferris, Florence K., Keener, Edward E., and Giddings, Arthur F.
Learning Essential English. New York: Laidlaw Brothers, 1944.
 p. 102.

REPORTING

Reporting includes the giving of speeches, persuasive talks, giving information on special topics and the telling of personal experiences.

1" Marine Gardens at Catalina

When we were on the West Coast last summer, we took a trip in a glass-bottomed boat to see the Marine Gardens off Catalina Island. The boat that we took held about twenty passengers. Our boat had four heavy glass windows on the bottom. Near the shore we saw many kinds of sea grasses. Fastened to the rocks below were different kinds of shell-fish. A diver went below the boat and brought back two beautiful shells. The window we were looking through was about thirty inches wide. People sat on each side and looked through the glass. Bright-colored fish swam under the boat. In the deeper water we traveled over the tops of giant plants which looked like real trees. The whole sea-bottom was like a fairyland until a large ugly shark swam below us. When we saw the shark, we were glad to be safe in the boat."

STORY TELLING

Story telling is the retelling of a story that has been told or the telling of an original story.

2"The Foolish Grasshopper

One summer day a grasshopper played and sang as if he did not have a single care. He stopped to watch an ant carrying a grain of wheat to its house.

"Let's have a chat," invited the grasshopper. "Why work so hard?"

"I am laying up food for the winter, and I advise you to do the same," answered the ant.

"Why worry about the winter? We have plenty to eat now," said the grasshopper.

But the ant continued it's work for the winter.

When winter came, the starving grasshopper begged for food. The ant replied, "I warned you that in a time of plenty it was wisdom to save for hard times.

Plan to retell this fable."

1. Greene, Harry., McBroom, Maude., Moscrip, Ruth., and Gillett, Norma
In School and Out. New York: Row, Peterson, 1941. p. 64-65.
2. Ferris, Florence K., Keener, Edward E., and Giddings, Arthur F.
Learning Essential English. New York: Laidlaw Brothers, 1944. p. 71-72.

USING THE TELEPHONE

Using the telephone means conversing over the telephone for social and business purposes.

¹"This is the telephone conversation that Jean had with Mrs. McClure:

MRS. McCLURE: This is Mrs. McClure speaking.

JEAN: Good evening, Mrs. McClure. This is Jean Gibbs. We are giving a play at school, and we need an old-fashioned hat to make our play better. I remember that you wore one when you were in a play last spring. I wonder if you would be willing to lend it to us.

MRS. McCLURE: I would be very glad to let you use it, Jean. When will you call for it?

JEAN: I will be there at four o'clock tomorrow. And thank you very much.

MRS. McCLURE: You're welcome, Jean. I shall look for you at four tomorrow. Good-by."

The preceding quoted material taken from the fifth grade English textbooks examined for this paper, does not present a complete picture of the contents of these books. However, these selections do serve to illustrate the types of materials which are available in the current English textbooks concerning the subject of the classroom oral report.

1. O'Rourke, L. J. We Talk and Write. New York: Scott, Foresman Company, 1942. p. 69.

CHAPTER III

ANALYSIS OF DATA

CHAPTER III

ANALYSIS OF DATA

Forty tables were set up to show the material in the analysis of twelve English textbooks.

Table I through XXIV shows the opportunities provided in each of the textbooks analyzed.

Table XXV shows the total number of opportunities for oral reports in various textbooks analyzed in this study.

Table XXVI gives the number of opportunities for various types of oral activities in all the textbooks combined.

Table XXVII is the summary of textbooks analyzed and the total number of opportunities to perform in each phase of oral reporting.

Tables XXVIII through XL show the number of opportunities given in the twelve English textbooks to perform in these items: announcements, conversations, descriptions, discussions, dramatizations, explanations, giving directions, giving reviews, introductions, meetings, reporting, story telling and using the telephone.

TABLE I

Adventures in English - Grade Five
 Burleson and Cash - 1947
 Allyn and Bacon - Boston (p.1-262)

Announcements	35- 1	165-10	166- 1	184- 6
Conversations	39- 1	122-10	123- 2	
Descriptions	109- 5 202- 1	112- 2 246- 1	198- 4	199- 7
Discussions	1-10 45- 4 95- 4 107- 2 126- 3 186-13	4- 4 46- 4 99-16 109- 3 127- 1 219- 8	22-13 70- 2 101- 6 113- 4 139- 2	38- 1 81- 1 106-10 201- 2 169- 2
Dramatizations	10- 6 40- 4 123- 2 187-24 246- 6	19- 4 112- 2 127-18 202- 2	20- 8 121- 6 139-13 212- 3	27- 1 122-10 185- 2 213- 3
Explanations	127- 8	227- 1	229- 2	
Giving Directions				
Giving Reviews	32-10	109- 5	110- 1	
Introductions	123- 4			
Meetings	19- 4 23- 2 73- 3 135- 5	20- 8 25- 1 74- 2 184- 3	21- 2 26- 3 110- 1	22- 7 27- 1 111- 2
Reporting	45- 4	141- 1	216- 1	246-12
Story telling	35- 3 125- 1 184- 6	46- 4 137- 6 199- 1	74- 5 140- 2 216- 1	106- 1 141- 1 246- 3
Using telephone	127-18			

("35-1" indicates one exercise on page 35.)
 (* indicates a group oral activity.)

TABLE II
TOTAL OPPORTUNITIES TO PERFORM IN
ADVENTURES IN ENGLISH

Items	Number of Opportunities to Perform
Announcements	18
Conversations	13
Descriptions	20
Discussions	115
Dramatizations	124
Explanations	11
Giving Directions	0
Giving reviews	16
Introductions	4
Meetings	44
Reporting	18
Story telling	34
Using telephone	18
Total	435

TABLE III

English Activities - Fifth Grade
 Hatfield, Lewis, and Guilfoile - 1936
 American Book Co. - Boston (p.1-242)

Announcements	122- 1	148- 1	190- 2*	226- 1
Conversations	25- 8	189- 5	190- 4	213- 8
Descriptions	28- 1 194-10 231-11	58- 4 195- 5	59- 9 205- 2	123- 7 222- 2
Discussions	9- 4 53- 1 107- 3 149- 1 219- 1*	10- 2 73- 8 108- 2 174- 8 152-11	37- 3 86-12 115- 1 214- 7	38- 2 87- 5 148- 3 217- 7
Dramatizations	9- 5 62-18 70- 6 123- 2	55- 5 65- 2 71- 4 150- 1*	56- 5 66- 2 74- 6 174- 4	59- 5 69- 1 76- 2
Explanations	31-12 73- 6 136- 1 177- 2	38- 2 108- 1 144-12 178- 6	58- 4 123- 7 149- 4 199- 2	59- 4 134- 9 175- 1 231- 2
Giving Directions	148- 1	227- 6	228- 2	
Giving reviews	27- 3 45- 3 123- 2 150- 3	38- 1 76- 1* 142-10 151- 4	39- 1 84- 1 143- 3 171- 3	44-19 94- 3 147- 9 175- 1
Introductions	41- 2	42- 5	74- 6	122- 6
Meetings	9-10	10- 3	150- 1*	
Reporting	14-11 88-10 141- 5 161- 1 221- 1*	27- 7 94- 3 143- 3 162- 1* 231- 8	28- 9 95- 4 144-11 195- 3 142-10	31-12 107- 1* 149- 5 205- 1*
Story telling	43-13 105- 1 191- 1	89-10 117- 4 200- 2	91- 4 161- 3	94- 2 163- 4
Using telephone	41- 2 233- 2	81- 1	173- 6	174- 2

("122-1" indicates one exercise on Page 122.)

(* indicates a group oral activity)

TABLE IV
TOTAL OPPORTUNITIES TO PERFORM IN
ENGLISH ACTIVITIES

Items	Number of Opportunities to Perform
Announcements	3
Conversations	25
Descriptions	50
Discussions	82
Dramatizations	63
Explanations	75
Giving directions	9
Giving reviews	67
Introductions	19
Meetings	14
Reporting	108
Story telling	44
Using telephone	13
Total	572

TABLE V

English Grade Five
Stoddard - Bailey - Lewis - 1948
American Book Co. Boston (p. 3-304)

Announcements	112- 6			
Conversations	7- 2*	115- 2*	265-18	
Descriptions	218- 6*	246- 6*		
Discussions	7- 5	62-11	72- 2	75- 3
	127- 1	128-10	129- 8	135- 5
	137-16	171- 3	172- 1*	173- 8
	174- 6	197- 2*	198- 2	199- 4
	218- 1*	221- 7	222- 4	223- 4
	226- 2	228- 3	285- 1*	
Dramatizations	9- 2	10- 8	11- 3	18- 2
	19- 1	57- 6	72- 3	73-12
	74- 2	75-10	102- 1	103- 5
	104- 3	112- 1*	164- 8	171- 3
	172- 6	206- 6*	207-12*	222- 3
	223- 2	265-10	266- 4*	
Explanations	32- 3	33- 6	166- 9	221- 8
	223- 3	224- 6	227- 3	228- 3
	265- 9	295- 6		
Giving directions	75- 1	242-13	266-12*	
Giving reviews	63- 6	75- 3	112- 1*	129- 6*
	165- 6*	218- 6*	265- 9*	
Introductions	102- 1	103- 5	104-15	112- 3*
Meetings	9- 2	10- 8	11- 3	12- 2*
	13-14	51- 2*		
Reporting	6- 1*	7- 1*	16- 1*	19- 1*
	50- 4	129- 6*	166- 4*	
Story telling	57- 6	63- 6	78- 6	112- 2*
	129- 6*	165- 1*	166- 5	217- 6
	218-12			
Using telephone	72- 3	73-12	75- 8	

("112-6" indicates six exercises on page 112.)
(* indicates a group oral activity.)

TABLE VI
TOTAL OPPORTUNITIES TO PERFORM IN
ENGLISH GRADE FIVE

Items	Number of Opportunities to Perform
Announcements	6
Conversations	22
Descriptions	12
Discussions	109
Dramatizations	113
Explanations	56
Giving directions	26
Giving reviews	37
Introductions	24
Meetings	31
Reporting	22
Story telling	50
Using telephone	23
Total	531

TABLE VII

English in Work and Play - Fifth Grade
 Johnson - Bear - Goodykoontz - 1942
 Ginn and Company Boston (p.1-285)

Announcements	184- 6*	185- 6		
Conversations				
Descriptions	100- 6* 215- 6	132- 6 245-11	134- 1	190- 8
Discussions	11- 8 28- 6 65- 6 95- 1 122- 5 156- 8 184- 4 228- 5	16- 7 31- 7 80- 5 98- 4 130- 5 160- 6 188- 4* 229- 5	25- 8 32- 6 81- 8 99- 4 133- 7 163- 5 210- 6* 243- 1	26- 3 47- 5 94- 1 111- 1 148-11 168- 5 222- 2
Dramatizations	24- 2 94-12 223- 5	71- 8 122-12 229- 2*	90- 2 123- 6	93-12 129- 7
Explanations	30- 2 70- 2 143- 1 227- 4	50- 2 87- 2 163- 8 263-19	62- 1 115- 6 206- 1	69- 7 116- 5 210- 2
Giving Directions	24- 1*			
Giving reviews	84- 6 163- 2	86- 1 229- 1*	87- 2	134- 6*
Introductions	71- 8	72- 8	168- 6	
Meetings	223- 5	224- 5	225- 3	226- 6
Reporting	65- 1* 132- 1* 210- 3	69- 6* 134- 2*	113- 3 188- 1*	114- 1 207- 3*
Story telling	13- 8 182- 6*	133- 6* 229- 6*	114- 6* 256- 8	151- 6* 262- 6*
Using telephone	93-12	94-12	95- 2	

("184-6" indicates six activities on page 184.)

(* indicates a group oral activity.)

TABLE VIII
TOTAL OPPORTUNITIES TO PERFORM IN
ENGLISH IN WORK AND PLAY

Items	Number of Opportunities to Perform
Announcements	12
Conversations	0
Descriptions	38
Discussions	149
Dramatizations	68
Explanations	62
Giving directions	1
Giving reviews	18
Introductions	22
Meetings	19
Reporting	21
Story telling	52
Using telephone	26
Total	488

TABLE IX

Exchanging Thoughts - Fifth Grade
 Bardwell, Falk, and Tressler 1944
 D. C. Heath and Co. Boston (p. 1-281)

Announcements	16- 1	33- 1	43- 5	154- 2
Conversations	4- 5 92- 5	47- 6 122- 5	48- 4 255-11	77- 6
Descriptions	23- 6* 127- 1*	24- 7* 130- 2*	29- 4	126- 2
Discussions	4- 1 14- 5 47- 6 57- 4 101- 1 126- 2* 190- 3	6- 1 16- 8 48- 4 58- 4 106- 7* 182-12 192- 2	11- 6 38- 4 49- 3 59-10 108- 1 187- 2 195- 2	12- 2 46- 5 56- 2 73- 9 120- 3 189-11 198- 4
Dramatizations	23-24 71- 1 150- 2	32- 2 89- 3 151- 1	69- 2 91- 2* 255-10	70- 3 102- 3
Explanations	18- 1 102- 3* 121- 2	59- 3 110- 3 130- 2*	79- 5 112- 2 154- 4*	82- 9 113- 3 198- 3
Giving directions	110- 3	107- 1		
Giving reviews	14- 5 40- 2 77- 8	36- 6 42- 1 85- 1	37- 6* 43- 1 124- 1	39- 1* 45-10 144- 3
Introductions	4- 2	5- 4	35- 3	81- 2
Meetings				
Reporting	14- 2 31- 2 63- 1 107- 6 130- 2*	26- 3 42- 1 67- 1 112- 2* 132- 2*	29- 4 43- 1* 100-12 113- 1* 279- 5	30- 5 59- 3 101- 2* 114- 3
Story telling	25- 6 67- 5 97- 5	32- 1 75-12 96- 1	33- 9 89-11 106- 3	54- 4 91- 1*
Using telephone	69- 3	70- 3	121- 2	

("16-1" indicates one exercise on page 16.)

(* indicates a group oral activity.)

TABLE X
TOTAL OPPORTUNITIES TO PERFORM IN
EXCHANGING THOUGHTS

Items	Number of Opportunities to Perform
Announcements	9
Conversations	42
Descriptions	22
Discussions	124
Dramatizations	53
Explanations	40
Giving directions	4
Giving reviews	45
Introductions	11
Meetings	0
Reporting	58
Story telling	58
Using telephone	8
Total	474

TABLE XI

In School and Out - Fifth Grade
 Greene, McBroom, Moscrip, and Gillett 1941
 Row, Peterson and Co. New York (p. 9-337)

Announcements	128- 1	151- 1	182- 1*	285- 1*
Conversations	10- 5	68- 9*	100- 2	109- 3
	111- 3	123- 9	143- 1*	183-12
	185- 6	214- 2	278-11	328- 2
Descriptions	271- 2	277- 2		
Discussions	11- 6	15- 7	16- 7	34- 1
	35- 8	46- 5	62- 3	69- 1*
	104- 2	105- 5	128- 6	129- 6
	151- 5	162- 5	171- 3	172- 1*
	173- 1*	175- 1*	180- 1*	182- 3
	183- 4	188- 4	190- 3	210- 4
	216- 1*	240- 2	251- 2	265- 3
	280- 3	284- 4	285- 5	300- 5
	301- 1*	305- 5	309- 1	
Dramatizations	173- 3	181- 2*	212- 4*	257- 2*
	299- 2*	310- 2	313- 2*	
Explanations	153- 1	196- 1*	197- 1*	216- 1*
	240- 1*	311- 1*		
Giving directions				
Giving reviews	46- 3	182- 1*	189- 1*	201- 1*
	278- 3*	279- 6	280- 3	285- 2*
Introductions	169-10	281- 2*		
Meetings				
Reporting	10- 5	19- 1*	20- 1*	46- 4
	67-13	150- 1*	151- 1*	152- 1*
	162- 5	165- 3	171- 1*	175- 7
	182- 1*	243- 4*	251- 4*	273- 1
	280- 5	281- 1*	313- 1*	
Using telephone	178-10	180- 6	181- 2	310- 2

("128-1" indicates one exercise on page 128.)
 (* indicates a group oral activity.)

TABLE XII
TOTAL OPPORTUNITIES TO PERFORM IN
IN SCHOOL AND OUT

Items	Number of Opportunities to Perform
Announcements	4
Conversations	65
Descriptions	4
Discussions	124
Dramatizations	17
Explanations.	6
Giving directions	0
Giving reviews	20
Introductions	12
Meetings	0
Reporting	60
Story telling	18
Using telephone	20
Total	350

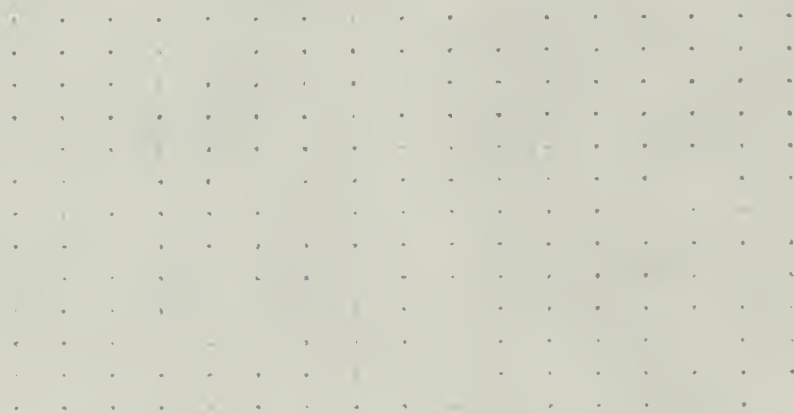


TABLE XIII

Language Arts Book Five
 Trabue and Goodrich 1941
 Charles E. Merrill Co. New York (p. 1-268)

Announcements	221- 1*			
Conversations	1-11 132- 5	2- 4 192- 2	63- 3 233- 4*	93- 3
Descriptions	74- 1*	77- 6*		
Discussions	8- 1 15- 3 52- 5 100- 4 113- 6* 147-13 193- 2 215- 3	10- 2 22- 5 65- 4 105- 3* 135- 2* 150- 8 200- 7	11- 3 35- 3 66- 2* 106- 4* 139- 5* 154- 6 205- 6	14- 5 37- 2* 99- 1* 111- 3 146- 3* 156- 9 213- 4
Dramatizations	22-12 46- 3 111- 8 183- 2* 187- 4*	38- 4 50- 2 179- 2 184- 2* 213- 2	44- 1 99- 3 180- 2 185- 2* 214- 2	45- 5 100- 4 182- 3* 186- 3*
Explanations	50- 2	246- 4*	248- 3*	
Giving directions				
Giving reviews	96- 3*	97- 1*	158- 5	
Introductions	22- 2	23- 6	50- 2*	51- 2
Meetings	11- 4 35- 3 44- 1 50- 5 205- 6	12- 3 36- 1* 45- 5 99- 7 221- 3	14- 6 38- 4 46- 3 100- 5 222-10	15- 3 43- 6 48- 3 102- 2
Reporting	2- 3* 83- 2* 241-1	48- 1 146- 3	77- 1* 148- 1	78- 1* 156- 1*
Story telling	2- 3* 198- 1*	194- 2* 200- 7	195- 2* 201- 6	197- 8 205- 1*
Using telephone				

("221-1" indicates one exercise on page 221.)

(* indicates a group oral activity.)

TABLE XIV
TOTAL OPPORTUNITIES TO PERFORM IN
LANGUAGE ARTS

Items	Number of Opportunities to Perform
Announcements	1
Conversations	32
Descriptions	7
Discussions	124
Dramatizations	66
Explanations.	9
Giving directions	0
Giving reviews	9
Introductions	12
Meetings	80
Reporting	14
Story telling	30
Using telephone	0
Total	384

TABLE XV

Language For Daily Use-Grade Five
 Dawson and Miller - 1948
 World Book Co. New York (p. 1-300)

Announcements	199- 1	200- 1		
Conversations	93- 3	94- 4	95- 4	96- 4
	97- 5	98- 4	100- 4	195- 2*
	119- 2	120- 2	121- 8	256- 3
Descriptions	262- 3	267- 2		
Discussions	5-12*	13- 4	15- 5	50- 1*
	53- 5	59- 4	69- 2	70- 1
	73- 4	75- 1*	76- 3	99- 5
	108- 2	109- 4	133- 2	146- 4
	148- 5	184- 5	195- 1*	204- 4*
	207- 1	256- 4	263- 7	
Dramatizations	62- 6	63- 3	64- 3	66- 3
	67- 4	68- 2	93- 3	94- 4
	95- 4	96- 4	97- 5	98- 4
	115- 3	116- 3	117- 3	118- 3
	120- 2	121- 8	204- 5	263- 3*
Explanations	7- 3*	59- 1	180- 1	182- 3
	183-10			
Giving directions	110- 2	111- 1	248- 2*	
Giving reviews	51- 3	52- 3	62- 6	63- 3
	64- 3	66- 3	67- 3	68- 3
	69- 4*	144- 1*	146- 1*	160- 1*
	161- 1*			
Introductions	116- 2	118-10	207- 1*	
Meetings	195- 1*	198- 3	199- 3	200- 4
	201- 2	204- 3		
Reporting	5- 6*	55- 1*	57- 1*	70- 2*
	75- 6*	99- 5*	100- 4*	171- 1*
	178- 1*	256- 1*		
Story telling	33- 1*	53- 1*	57- 1*	69- 6*
	74- 6*	75- 1*	256- 1*	
Using telephone	119- 2	120- 2	121- 8	124- 2

("199-1" indicates one exercise on page 199.)

(* indicates a group oral activity.)

TABLE XVI
TOTAL OPPORTUNITIES TO PERFORM IN
LANGUAGE FOR DAILY USE

Items	Number of Opportunities to Perform
Announcements	2
Conversations	45
Descriptions	5
Discussions	86
Dramatizations	75
Explanations	18
Giving directions	5
Giving reviews	35
Introductions	13
Meetings	16
Reporting	28
Story telling	17
Using telephone	14
Total	359

THE ANNALS OF THE AMERICAN MEDICAL ASSOCIATION

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43	44	45	46	47	48	49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96	97	98
99	100	101	102	103	104	105	106	107	108	109	110	111	112
113	114	115	116	117	118	119	120	121	122	123	124	125	126
127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154
155	156	157	158	159	160	161	162	163	164	165	166	167	168
169	170	171	172	173	174	175	176	177	178	179	180	181	182
183	184	185	186	187	188	189	190	191	192	193	194	195	196
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211	212	213	214	215	216	217	218	219	220	221	222	223	224
225	226	227	228	229	230	231	232	233	234	235	236	237	238
239	240	241	242	243	244	245	246	247	248	249	250	251	252
253	254	255	256	257	258	259	260	261	262	263	264	265	266
267	268	269	270	271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290	291	292	293	294
295	296	297	298	299	300	301	302	303	304	305	306	307	308
309	310	311	312	313	314	315	316	317	318	319	320	321	322
323	324	325	326	327	328	329	330	331	332	333	334	335	336
337	338	339	340	341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360	361	362	363	364
365	366	367	368	369	370	371	372	373	374	375	376	377	378
379	380	381	382	383	384	385	386	387	388	389	390	391	392
393	394	395	396	397	398	399	400	401	402	403	404	405	406
407	408	409	410	411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430	431	432	433	434
435	436	437	438	439	440	441	442	443	444	445	446	447	448
449	450	451	452	453	454	455	456	457	458	459	460	461	462
463	464	465	466	467	468	469	470	471	472	473	474	475	476
477	478	479	480	481	482	483	484	485	486	487	488	489	490
491	492	493	494	495	496	497	498	499	500	501	502	503	504
505	506	507	508	509	510	511	512	513	514	515	516	517	518
519	520	521	522	523	524	525	526	527	528	529	530	531	532
533	534	535	536	537	538	539	540	541	542	543	544	545	546
547	548	549	550	551	552	553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568	569	570	571	572	573	574
575	576	577	578	579	580	581	582	583	584	585	586	587	588
589	590	591	592	593	594	595	596	597	598	599	600	601	602
603	604	605	606	607	608	609	610	611	612	613	614	615	616
617	618	619	620	621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640	641	642	643	644
645	646	647	648	649	650	651	652	653	654	655	656	657	658
659	660	661	662	663	664	665	666	667	668	669	670	671	672
673	674	675	676	677	678	679	680	681	682	683	684	685	686
687	688	689	690	691	692	693	694	695	696	697	698	699	700
701	702	703	704	705	706	707	708	709	710	711	712	713	714
715	716	717	718	719	720	721	722	723	724	725	726	727	728
729	730	731	732	733	734	735	736	737	738	739	740	741	742
743	744	745	746	747	748	749	750	751	752	753	754	755	756
757	758	759	760	761	762	763	764	765	766	767	768	769	770
771	772	773	774	775	776	777	778	779	780	781	782	783	784
785	786	787	788	789	790	791	792	793	794	795	796	797	798
799	800	801	802	803	804	805	806	807	808	809	810	811	812
813	814	815	816	817	818	819	820	821	822	823	824	825	826
827	828	829	830	831	832	833	834	835	836	837	838	839	840
841	842	843	844	845	846	847	848	849	850	851	852	853	854
855	856	857	858	859	860	861	862	863	864	865	866	867	868
869	870	871	872	873	874	875	876	877	878	879	880	881	882
883	884	885	886	887	888	889	890	891	892	893	894	895	896
897	898	899	900	901	902	903	904	905	906	907	908	909	910
911	912	913	914	915	916	917	918	919	920	921	922	923	924
925	926	927	928	929	930	931	932	933	934	935	936	937	938
939	940	941	942	943	944	945	946	947	948	949	950	951	952
953	954	955	956	957	958	959	960	961	962	963	964	965	966
967	968	969	970	971	972	973	974	975	976	977	978	979	980
981	982	983	984	985	986	987	988	989	990	991	992	993	994
995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008
1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022
1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036
1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050
1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064
1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078
1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092
1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106
1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120
1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134
1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148
1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162
1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176
1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190
1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204
1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218
1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232
1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246
1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260
1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274
1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288
1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302
1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316
1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330
1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344
1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358
1359	1360	1361	1362	1363									

TABLE XVII

Learning Essential English - Fifth Grade
 Ferris, Keener, and Giddings 1944
 Laidlaw Brothers New York (p. 1-218)

Announcements	150- 1			
Conversations	12- 2*	21-11	26- 1*	42- 2
Descriptions	24- 2* 180- 3	30- 1*	59- 1	141- 1
Discussions	26- 6 38- 3 58- 6 88- 4 138- 4 173- 4 203- 2	29- 1 45- 2 69- 6 102- 6 151- 1* 180- 5 207- 3	30-10 46- 5* 70- 2 135- 1* 153- 6 191- 8	33- 2 53- 6 72- 8* 136- 6 154-14 197- 3
Dramatizations	58- 2 116- 2	60- 4	72- 2	102- 3
Explanations				
Giving Directions	59- 1*	67- 2*	203- 3	
Giving reviews	26- 1 153- 6	116- 6* 209- 1*	141- 1*	142- 1*
Introductions	30- 3*			
Meetings	102- 7	116- 1*		
Reporting	12- 6* 60- 4 173- 3	30- 3 116- 5 191- 2*	40- 2* 142- 1* 200- 6	46- 4 154- 1* 201- 2
Story telling	12- 5 60- 8	40- 8 72- 1	46- 5* 88- 3	58- 1 142- 1*
Using telephone	30- 5	67- 4*		

("150-1" indicates one exercise on page 150.)
 (* indicates a group oral activity.)

Table 1

Summary of the results of the analysis of variance for the effect of the treatment on the response variable.

Source of Variation		Sum of Squares		Mean Square		F Value		Probability > F	
Between Groups		SS		MS		F		p	
Treatment		10.00		10.00		1.00		.37	
Error		10.00		1.00					
Total		20.00							
Within Groups		10.00		1.00					
Error		10.00		1.00					
Total		20.00							
Between Groups		10.00		10.00		1.00		.37	
Error		10.00		1.00					
Total		20.00							
Within Groups		10.00		1.00					
Error		10.00		1.00					
Total		20.00							
Between Groups		10.00		10.00		1.00		.37	
Error		10.00		1.00					
Total		20.00							
Within Groups		10.00		1.00					
Error		10.00		1.00					
Total		20.00							
Between Groups		10.00		10.00		1.00		.37	
Error		10.00		1.00					
Total		20.00							
Within Groups		10.00		1.00					
Error		10.00		1.00					
Total		20.00							

Source: Adapted from the results of the analysis of variance for the effect of the treatment on the response variable.

TABLE XVIII
TOTAL OPPORTUNITIES TO PERFORM IN
LEARNING ESSENTIAL ENGLISH

Items	Number of Opportunities to Perform
Announcements	1
Conversations	80
Descriptions	8
Discussions	134
Dramatizations	13
Explanations.	0
Giving directions	6
Giving reviews	16
Introductions	3
Meetings	8
Reporting	39
Story telling	32
Using telephone	9
Total	349

THE OFFICE OF THE SECRETARY OF THE NAVY

OFFICE OF THE SECRETARY OF THE NAVY															DATE				
NAME															RANK				
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
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43	43
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76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

TABLE XIX

Sharing Experiences - Fifth Grade
 McKee and McCowen 1945
 Houghton Mifflin Co. Boston (1-240)

Announcements	137- 9	156-11*	166- 1	
Conversations	2- 3	5-12	7-8	8- 2
	10- 3	17- 4	20- 4	21- 4
	24- 4	124- 2	125- 8	142- 4
Descriptions	169- 4	171- 6*	173- 1	174- 4
	211- 1	212- 1		
Discussions	5- 7	7-11	8- 1	9- 4
	24- 6	123- 2	124- 2	125- 9
	126-11	152- 1	153- 2	199- 1
	209- 2			
Dramatizations	1- 6	5-12	7- 2	20- 4
	21- 4	122- 9	124- 4	133- 3
	134-12			
Explanations	3- 2	36- 5	165- 1	
Giving directions	215- 5	216- 2	217- 2	218- 3*
	219- 5*	220-16*	221- 4	222- 4
	227- 2			
Giving reviews	21- 4	102- 6*	103- 5	104- 9
	115- 4*			
Introductions	122- 9	127- 4		
Meetings				
Reporting	2- 6	6- 4	7- 3	11- 2
	24- 3	25- 4	26- 3*	33- 4
	60- 5	61-10	87- 2	117- 1
	126-11	148- 4	175- 7	197- 7
	198- 4			
Story telling	23- 1	25- 4	52- 1	77- 1
	83- 2	84- 1	85- 2*	86- 4*
	87- 2	88- 3	89- 3	91- 3
	92- 1	95- 3	98- 3	99- 3
	141- 1	194- 1	236- 1*	
Using telephone	132- 9	133- 4	134-12	

("137-9" indicates nine exercises on page 137.)

(* indicates a group oral activity.)

Date	Temperature			Remarks
	Air	Water	Soil	
Jan 1	35	35	35	Clear
Jan 2	38	38	38	Clear
Jan 3	40	40	40	Clear
Jan 4	42	42	42	Clear
Jan 5	45	45	45	Clear
Jan 6	48	48	48	Clear
Jan 7	50	50	50	Clear
Jan 8	52	52	52	Clear
Jan 9	55	55	55	Clear
Jan 10	58	58	58	Clear
Jan 11	60	60	60	Clear
Jan 12	62	62	62	Clear
Jan 13	65	65	65	Clear
Jan 14	68	68	68	Clear
Jan 15	70	70	70	Clear
Jan 16	72	72	72	Clear
Jan 17	75	75	75	Clear
Jan 18	78	78	78	Clear
Jan 19	80	80	80	Clear
Jan 20	82	82	82	Clear
Jan 21	85	85	85	Clear
Jan 22	88	88	88	Clear
Jan 23	90	90	90	Clear
Jan 24	92	92	92	Clear
Jan 25	95	95	95	Clear
Jan 26	98	98	98	Clear
Jan 27	100	100	100	Clear
Jan 28	102	102	102	Clear
Jan 29	105	105	105	Clear
Jan 30	108	108	108	Clear
Jan 31	110	110	110	Clear

TABLE XX
TOTAL OPPORTUNITIES TO PERFORM IN
SHARING EXPERIENCES

Items	Number of Opportunities to Perform
Announcements	21
Conversations	58
Descriptions	17
Discussions	60
Dramatizations	56
Explanations	8
Giving directions	43
Giving reviews	28
Introductions	13
Meetings	0
Reporting	80
Story telling	40
Using telephone	23
Total	447

TABLE XXI

We Talk and Write Book III
 L. J. O'Rourke 1942
 Scott, Foresman and Co. New York (p. 9-313)

Announcements	94- 1*	183- 2		
Conversations	69- 2	70-10	71- 4	107-12
Descriptions				
Discussions	10- 4*	13- 1*	16-12	31- 5
	44- 3	46- 1	47- 2	55- 1
	57- 4	60- 3*	65- 2	66- 3
	74- 4	77- 3	78- 4	92- 2
	101- 6*	106- 3*	107- 3	119- 3
	140- 3	141- 4	143- 3	149- 4
	151- 6*	152- 6*	183- 3	191- 6*
	199- 9	201- 4	252- 7*	267- 5
Dramatizations	60- 4	65- 2	66- 2	69- 2
	70- 2	71- 2	74- 2	79- 4
	89- 6*	107-10	120- 3	121- 3
Explanations	14- 1*	15- 3	19- 3	183- 3
	243- 2	254- 1	265- 2	
Giving directions				
Giving reviews	120- 3	121- 3	225- 3*	237- 7*
Introductions	107- 2			
Meetings	14- 3	60- 2		
Reporting	10- 4*	77- 3	152- 6*	184- 1*
	225- 3*	254- 1	274- 2	
Story telling	10- 4	24- 1*	48- 6*	57- 4*
	77- 2*	129- 6*	168- 1*	254- 1*
Using telephone	69- 2	70- 2	71- 4	74- 2

("94-1" indicates one exercise on page 94.)
 (* indicates a group oral activity.)

THE TABLE

OF THE VARIOUS KINDS OF

WINE, AND THE SEVERAL

ARTICLES OF THE HOUSEHOLD, AS THEY ARE

		1750		REMARKS
		1750	1750	
WINE	Port	100	100	Port
	Sherry	100	100	Sherry
	Claret	100	100	Claret
	White	100	100	White
	Sparkling	100	100	Sparkling
	Malaga	100	100	Malaga
	Chateau	100	100	Chateau
	St. Emilion	100	100	St. Emilion
	St. Julien	100	100	St. Julien
	St. Raphael	100	100	St. Raphael
SPIRITS	Brandy	100	100	Brandy
	Whisky	100	100	Whisky
	Gin	100	100	Gin
	Rum	100	100	Rum
	Vodka	100	100	Vodka
	Tequila	100	100	Tequila
	Mezcal	100	100	Mezcal
	Chacha	100	100	Chacha
	Uisge Beatha	100	100	Uisge Beatha
	Blackberry	100	100	Blackberry
OILS	Olive	100	100	Olive
	Sunflower	100	100	Sunflower
	Castor	100	100	Castor
	Peanut	100	100	Peanut
	Almond	100	100	Almond
	Walnut	100	100	Walnut
	Coconut	100	100	Coconut
	Linseed	100	100	Linseed
	Safflower	100	100	Safflower
	Mustard	100	100	Mustard

THESE PRICES ARE GIVEN FOR THE YEAR 1750, AND ARE NOT TO BE TAKEN AS A STANDARD FOR THE PRESENT.

TABLE XXII
TOTAL OPPORTUNITIES TO PERFORM IN
WE TALK AND WRITE

Items	Number of Opportunities to Perform
Announcements	3
Conversations	34
Descriptions	0
Discussions	129
Dramatizations	42
Explanations	15
Giving directions	0
Giving reviews	16
Introductions	2
Meetings	5
Reporting	20
Story telling	25
Using telephone	10
Total	301

TABLE XXIII

Words and Their Use - Grade Five
 Bair-Neal-Foster-Storm 1940
 Macmillan Co. Boston (p. 3-288)

Announcements	215- 5	216- 2	278- 1*	
Conversations	85- 5	163- 9	207- 1	
Descriptions				
Discussions	26- 8	27- 8	30- 7	60- 3
	85- 5	128- 2	130- 2	206- 1
	267- 1*	268- 5	269- 2	
Dramatizations	21- 2	22- 4	23- 4	24- 3*
	25- 4*	26- 3*	49- 3	50- 2
	51- 2	56- 2*	58- 6	59- 2
	123- 2	124- 2	125- 2	234- 4*
Explanations				
Giving directions	269- 3			
Giving reviews	134- 1*	214- 1*	215- 1*	231- 8*
	234- 5	235- 6*		
Introductions				
Meetings	10- 3	11- 3	12- 1*	14- 3*
	17- 3	21- 2	22- 3	23- 4
	25- 5	26-12	27-10*	30- 9
	83- 2	207- 1		
Reporting	22- 1	33- 3	36- 1	69- 8
	89- 1	91- 1*	208- 1*	234- 2
	235- 2*	252- 1*	269- 3*	
Story telling	33- 3	234- 5		
Using telephone	49- 3	50- 2	51- 8*	56- 2*
	58- 6	59- 2	69- 8*	

("215-5" indicates five exercises on page 215.)

(* indicates a group oral activity.)

TABLE XXIV
TOTAL OPPORTUNITIES TO PERFORM IN
WORDS AND THEIR USE

Items	Number of Opportunities to Perform
Announcements	8
Conversations	15
Descriptions	0
Discussions	44
Dramatizations	47
Explanations.	0
Giving directions	3
Giving reviews	22
Introductions	0
Meetings	64
Reporting	24
Story telling	8
Using telephone	31
Total	266

TABLE XXV

NUMBER OF OPPORTUNITIES FOR ORAL REPORTS IN VARIOUS TEXTBOOKS

Textbook	Number of opportunities for Oral Reports
Adventures in English	435
English Activities	572
English Grade Five	531
English in Work and Play	488
Exchanging Thoughts	474
In School and Out	350
Language Arts	384
Language for Daily Use	359
Learning Essential English	349
Sharing Experiences	447
We Talk and Write	301
Words and Their Use	266
Total	4956
Range	266-572
Average	387

Table XXV gives the number of opportunities for oral reports in the various textbooks analyzed in this study.

The total number of opportunities for oral reports is four thousand nine hundred fifty-six.

The number of opportunities range from two hundred sixty-six to five hundred seventy-two with an average of three hundred eighty-seven.

THE STATE OF NEW YORK
IN SENATE
January 15, 1911.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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REPORT OF THE
COMMISSIONER OF THE LAND OFFICE
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE
JANUARY 15, 1911.

ALBANY: J.B. LEECH, STATE PRINTER, 1911.

TABLE XXVI

NUMBER OF OPPORTUNITIES FOR VARIOUS TYPES OF ORAL ACTIVITIES
(ALL TEXTBOOKS COMBINED)

Announcements	88
Conversations	431
Descriptions	183
Discussions	1280
Dramatizations	737
Explanations	300
Giving Directions	97
Giving Reviews	329
Introductions	135
Meetings	281
Reporting	492
Story Telling	408
Using Telephone	195
<hr/>	
Total	4956
Range	88-1280
Average	528

Table XXVI gives the number of opportunities for various types of oral activities in all the textbooks combined.

The total number of opportunities is four thousand nine hundred fifty-six.

The number of opportunities range from eighty-eight to one thousand two hundred eighty with an average of five hundred twenty-eight.

THE ANNALS OF THE AMERICAN MEDICAL ASSOCIATION FOR THE YEAR 1911

PUBLISHED BY THE	AMERICAN MEDICAL ASSOCIATION												PRICE
	1	2	3	4	5	6	7	8	9	10	11	12	
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Published by the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

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TABLE XXVII

SUMMARY OF TEXTBOOKS ANALYZED AND TOTAL NUMBER OF OPPORTUNITIES
TO PERFORM IN EACH PHASE OF ORAL REPORTING

	Adventures in English	English Activities	English Grade Five	English in Work and Play	Exchanging Thoughts	In School and Out	Language Arts	Language for Daily Use	Learning Essential English	Sharing Experiences	We Talk and Write	Words and Their Use	Total Number
Announcements	18	3	6	12	9	4	1	2	1	21	3	8	88
Conversations	13	25	22	0	42	65	32	45	80	58	34	15	431
Descriptions	20	50	12	38	22	4	7	5	8	17	0	0	183
Discussions	115	82	109	149	124	124	124	86	134	60	129	44	1280
Dramatizations	124	63	113	68	53	17	66	75	13	56	42	47	737
Explanations	11	75	56	62	40	6	9	18	0	8	15	0	300
Giving Directions	0	9	26	1	4	0	0	5	6	43	0	3	97
Giving Reviews	16	67	37	18	45	20	9	35	16	28	16	22	329
Introductions	4	19	24	22	11	12	12	13	3	13	2	0	135
Meetings	44	14	31	19	0	0	80	16	8	0	5	64	281
Reporting	18	108	22	21	58	60	14	28	39	80	20	24	492
Story Telling	34	44	50	52	58	18	30	17	32	40	25	8	408
Using Telephone	18	13	23	26	8	20	0	14	9	23	10	31	195
Tot. No. of Chances	435	572	531	488	474	350	384	359	349	447	301	266	4956

TABLE XXVIII

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM ON ANNOUNCEMENTS

Textbook	Number of Opportunities to Perform
Adventures in English	18
English Activities	3
English Grade Five	6
English in Work and Play	12
Exchanging Thoughts	9
In School and Out	4
Language Arts	1
Language for Daily Use	2
Learning Essential English	1
Sharing Experiences	21
We Talk and Write	3
Words and Their Use	8
Total	88
Range	1-21
Average	7

Table XXVIII shows that all twelve textbooks are represented in the number of opportunities to perform on announcements.

The total number of opportunities for announcements is eighty-eight.

The number of opportunities range from one to twenty-one with an average of seven.

The textbooks treated announcements as follows:

1 textbook gave 21 opportunities to perform

1	"	"	18	"	"	"
1	"	"	12	"	"	"
1	"	"	9	"	"	"
1	"	"	8	"	"	"
1	"	"	6	"	"	"
1	"	"	4	"	"	"
2	"	"	3	"	"	"
1	"	"	2	"	"	"
2	"	"	1	"	"	"

TABLE XXIX
TOTAL NUMBER OF OPPORTUNITIES GIVEN
IN TWELVE ENGLISH TEXTBOOKS TO PERFORM IN CONVERSATIONS

Textbook	Number of Opportunities to Perform
Adventures in English	13
English Activities	25
English Grade Five	22
English in Work and Play	0
Exchanging Thoughts	42
In School and Out	65
Language Arts	32
Language for Daily Use	45
Learning Essential English	80
Sharing Experiences	58
We Talk and Write	34
Words and Their Use	15
Total	431
Range	13-80
Average	37

Table XXIX shows that eleven of the twelve textbooks analyzed are represented in the opportunities to perform in conversations.

The total number of opportunities for conversations is four hundred thirty-one.

The number of opportunities range from thirteen to eighty with an average of thirty-seven.

The textbooks treated conversations as follows:

1 textbook gave 80 opportunities to perform

1	"	"	65	"	"	"
1	"	"	58	"	"	"
1	"	"	45	"	"	"
1	"	"	42	"	"	"
1	"	"	34	"	"	"
1	"	"	32	"	"	"
1	"	"	25	"	"	"
1	"	"	22	"	"	"
1	"	"	15	"	"	"
1	"	"	13	"	"	"
1	"	"	0	"	"	"

TABLE XXX

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN DESCRIPTIONS

Textbook	Number of Opportunities to Perform
Adventures in English	20
English Activities	50
English Grade Five	12
English in Work and Play	38
Exchanging Thoughts	22
In School and Out	4
Language Arts	7
Language for Daily Use	5
Learning Essential English	8
Sharing Experiences	11
We Talk and Write	0
Words and Their Use	0
Total	177
Range	4-50
Average	19

Table XXX shows that ten textbooks are represented in the number of opportunities to perform in descriptions.

The total number of opportunities for descriptions is one hundred seventy-seven.

The number of opportunities range from four to fifty with an average of nineteen.

The textbooks treated descriptions as follows:

1 textbook gave 50 opportunities to perform

1	"	"	38	"	"	"
1	"	"	22	"	"	"
1	"	"	20	"	"	"
1	"	"	12	"	"	"
1	"	"	11	"	"	"
1	"	"	8	"	"	"
1	"	"	7	"	"	"
1	"	"	5	"	"	"
1	"	"	4	"	"	"
2	"	"	0	"	"	"

TABLE XXXI

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN DISCUSSIONS

Textbook	Number of Opportunities to Perform
Adventures in English	115
English Activities	82
English Grade Five	109
English in Work and Play	149
Exchanging Thoughts	124
In School and Out	124
Language Arts	124
Language for Daily Use	86
Learning Essential English	134
Sharing Experiences	60
We Talk and Write	129
Words and Their Use	44
Total	1280
Range	44-149
Average	108

Table XXXI shows that all twelve textbooks are represented in the number of opportunities to perform in discussions.

The total number of opportunities for discussions is one thousand two hundred eighty.

The number of opportunities range from forty-four to one hundred forty-nine with an average of one hundred eight.

The textbooks treated discussions as follows:

1 textbook gave 149 opportunities to perform

1	"	"	134	"	"	"
1	"	"	129	"	"	"
3	"	"	124	"	"	"
1	"	"	115	"	"	"
1	"	"	109	"	"	"
1	"	"	86	"	"	"
1	"	"	82	"	"	"
1	"	"	60	"	"	"
1	"	"	44	"	"	"

TABLE XXXII

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN DRAMATIZATIONS

Textbook	Number of Opportunities to Perform
Adventures in English	124
English Activities	63
English Grade Five	113
English in Work and Play	68
Exchanging Thoughts	53
In School and Out	17
Language Arts	66
Language for Daily Use	75
Learning Essential English	13
Sharing Experiences	56
We Talk and Write	42
Words and Their Use	47
Total	737
Range	13-124
Average	65

Table XXXII shows that all twelve textbooks are represented in the number of opportunities to perform in dramatizations.

The total number of opportunities for dramatizations is seven hundred thirty-seven.

The number of opportunities range from thirteen to one hundred twenty-four with an average of sixty-five.

The textbooks treated dramatizations as follows:

1 textbook gave 124 opportunities to perform

1	"	"	113	"	"	"
1	"	"	75	"	"	"
1	"	"	68	"	"	"
1	"	"	66	"	"	"
1	"	"	63	"	"	"
1	"	"	56	"	"	"
1	"	"	53	"	"	"
1	"	"	47	"	"	"
1	"	"	42	"	"	"
1	"	"	17	"	"	"
1	"	"	13	"	"	"

TABLE XXXIII

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN EXPLANATIONS

Textbook	Number of Opportunities to Perform
Adventures in English	11
English Activities	75
English Grade Five	56
English in Work and Play	1
Exchanging Thoughts	40
In School and Out	6
Language Arts	9
Language for Daily Use	18
Learning Essential English	0
Sharing Experiences	8
We Talk and Write	15
Words and Their Use	0
Total	239
Range	1-75
Average	22

Table XXXIII shows that ten textbooks are represented in the number of opportunities to perform in explanations.

The total number of opportunities for explanations is two hundred thirty-nine.

The number of opportunities range from one to seventy-five with an average of twenty-two.

The textbooks treated explanations as follows:

1 textbook gave 75 opportunities to perform

1	"	"	56	"	"	"
1	"	"	40	"	"	"
1	"	"	18	"	"	"
1	"	"	15	"	"	"
1	"	"	11	"	"	"
1	"	"	9	"	"	"
1	"	"	8	"	"	"
1	"	"	6	"	"	"
1	"	"	1	"	"	"
2	"	"	0	"	"	"

TABLE XXXIV

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN GIVING DIRECTIONS

Textbook	Number of Opportunities to Perform
Adventures in English	0
English Activities	9
English Grade Five	26
English in Work and Play	18
Exchanging Thoughts	4
In School and Out	0
Language Arts	0
Language for Daily Use	5
Learning Essential English	6
Sharing Experiences	43
We Talk and Write	0
Words and Their Use	3
Total	114
Range	3-43
Average	17

Table XXXIV shows that eight of the twelve textbooks analyzed are represented in the number of opportunities to perform in giving directions.

The total number of opportunities is one hundred fourteen.

The number of opportunities range from three to forty-three with an average of seventeen.

The textbooks treated giving directions as follows:

1 textbook gave 43 opportunities to perform

1	"	"	26	"	"	"
1	"	"	18	"	"	"
1	"	"	9	"	"	"
1	"	"	6	"	"	"
1	"	"	5	"	"	"
1	"	"	4	"	"	"
1	"	"	3	"	"	"
4	"	"	0	"	"	"

TABLE XXXV

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN GIVING REVIEWS

Textbook	Number of Opportunities to Perform
Adventures in English	16
English Activities	67
English Grade Five	37
English in Work and Play	18
Exchanging Thoughts	45
In School and Out	20
Language Arts	9
Language For Daily Use	35
Learning Essential English	16
Sharing Experiences	28
We Talk and Write	16
Words and Their Use	22
Total	329
Range	9-67
Average	27

Table XXXV shows that eleven textbooks are represented in the number of opportunities to perform in giving reviews.

The total number of opportunities is three hundred twenty-nine.

The number of opportunities range from nine to sixty-seven with an average of twenty-seven.

The textbooks treated giving reviews as follows:

1 textbook gave 67 opportunities to perform

1	"	"	45	"	"	"
1	"	"	37	"	"	"
1	"	"	35	"	"	"
1	"	"	28	"	"	"
1	"	"	22	"	"	"
1	"	"	20	"	"	"
1	"	"	18	"	"	"
3	"	"	16	"	"	"
1	"	"	0	"	"	"

TABLE XXXVI

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN INTRODUCTIONS

Textbook	Number of Opportunities to Perform
Adventures in English	4
English Activities	19
English Grade Five	24
English in Work and Play	22
Exchanging Thoughts	11
In School and Out	12
Language Arts	12
Language for Daily Use	13
Learning Essential English	3
Sharing Experiences	13
We Talk and Write	2
Words and Their Use	0
Total	135
Range	2-24
Average	11

Table XXXVI shows that eleven textbooks are represented in the number of opportunities to perform in introductions.

The total number of opportunities is one hundred thirty-five.

The number of opportunities range from two to twenty-four with an average of eleven.

The textbooks treated introductions as follows:

1 textbook gave 24 opportunities to perform

1	"	"	22	"	"	"
1	"	"	19	"	"	"
2	"	"	13	"	"	"
2	"	"	12	"	"	"
1	"	"	11	"	"	"
1	"	"	4	"	"	"
1	"	"	3	"	"	"
1	"	"	2	"	"	"
1	"	"	0	"	"	"

TABLE XXXVII

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN MEETINGS

Textbook	Number of Opportunities to Perform
Adventures in English	44
English Activities	14
English Grade Five	31
English in Work and Play	19
Exchanging Thoughts	0
In School and Out	0
Language Arts	80
Language for Daily Use	16
Learning Essential English	8
Sharing Experiences	0
We Talk and Write	5
Words and Their Use	64
Total	281
Range	5-80
Average	29

Table XXXVII shows that nine textbooks are represented in the number of opportunities to perform in meetings.

The total number of opportunities is two hundred eighty-one.

The number of opportunities range from five to eighty with an average of twenty-nine.

The textbooks treated meetings as follows:

1 textbook gave 80 opportunities to perform

1	"	"	64	"	"	"
1	"	"	44	"	"	"
1	"	"	31	"	"	"
1	"	"	19	"	"	"
1	"	"	16	"	"	"
1	"	"	14	"	"	"
1	"	"	8	"	"	"
1	"	"	5	"	"	"
3	"	"	0	"	"	"

TABLE XXXVIII

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN REPORTING

Textbook	Number of Opportunities to Perform
Adventures in English	18
English Activities	108
English Grade Five	22
English in Work and Play	21
Exchanging Thoughts	58
In School and Out	60
Language Arts	14
Language for Daily Use	28
Learning Essential English	39
Sharing Experiences	80
We Talk and Write	20
Words and Their Use	24
Total	492
Range	14-108
Average	46

Table XXXVIII shows all twelve textbooks represented in the number of opportunities to perform in reporting.

The total number of opportunities for reporting is four hundred ninety-two.

The number of opportunities range from fourteen to one hundred eight with an average of forty-six.

The textbooks treated reporting as follows:

1 textbook gave 108 opportunities to perform

1	"	"	80	"	"	"
1	"	"	60	"	"	"
1	"	"	58	"	"	"
1	"	"	39	"	"	"
1	"	"	28	"	"	"
1	"	"	24	"	"	"
1	"	"	22	"	"	"
1	"	"	21	"	"	"
1	"	"	20	"	"	"
1	"	"	18	"	"	"
1	"	"	14	"	"	"

TABLE XXXIX

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN STORY TELLING

Textbook	Number of Opportunities to Perform
Adventures in English	34
English Activities	44
English Grade Five	50
English in Work and Play	52
Exchanging Thoughts	58
In School and Out	18
Language Arts	30
Language for Daily Use	17
Learning Essential English	32
Sharing Experiences	40
We Talk and Write	25
Words and Their Use	8
Total	408
Range	8-58
Average	30

Table XXXIX shows all twelve textbooks represented in the number of opportunities to perform in story telling.

The total number of opportunities for story telling is four hundred eight.

The number of opportunities range from eight to fifty-eight with an average of thirty.

The textbooks treated story telling as follows:

1 textbook gave 58 opportunities to perform

1	"	"	52	"	"	"
1	"	"	50	"	"	"
1	"	"	44	"	"	"
1	"	"	40	"	"	"
1	"	"	34	"	"	"
1	"	"	32	"	"	"
1	"	"	30	"	"	"
1	"	"	25	"	"	"
1	"	"	18	"	"	"
1	"	"	17	"	"	"
1	"	"	8	"	"	"

TABLE XL

TOTAL NUMBER OF OPPORTUNITIES GIVEN IN TWELVE ENGLISH
TEXTBOOKS TO PERFORM IN USING TELEPHONE

Textbook	Number of Opportunities to Perform
Adventures in English	18
English Activities	13
English Grade Five	23
English in Work and Play	26
Exchanging Thoughts	8
In School and Out	20
Language Arts	0
Language for Daily Use	14
Learning Essential English	9
Sharing Experiences	23
We Talk and Write	10
Words and Their Use	31
Total	195
Range	8-31
Average	17

Table XL shows that eleven textbooks are represented in the number of opportunities to perform in using the telephone.

The total number of opportunities is one hundred ninety-five.

The number of opportunities range from eight to thirty-one with an average of seventeen.

The textbooks treated using the telephone as follows:

1 textbook gave 31 opportunities to perform

1	"	"	26	"	"	"
2	"	"	23	"	"	"
1	"	"	20	"	"	"
1	"	"	18	"	"	"
1	"	"	14	"	"	"
1	"	"	13	"	"	"
1	"	"	10	"	"	"
1	"	"	9	"	"	"
1	"	"	8	"	"	"
1	"	"	0	"	"	"

CHAPTER IV

SUMMARY AND CONCLUSIONS

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SUMMARY AND CONCLUSIONS

The purpose of this study was to analyze twelve English textbooks in current use in the fifth grades, for content material covering oral reports.

Each textbook was analyzed, page by page, for content and number of opportunities to perform in each phase of oral reporting. The topics were consolidated into feasible groups for comparison.

Thirteen points for oral reporting were selected on the basis of those items which other studies, or recognized authorities have considered important or pertinent to this application. These items were catalogued and reported on in table form.

The number of opportunities for oral reporting varied from eighty-eight opportunities on announcements to one thousand two hundred eighty in discussions.

Dramatizations gave seven hundred thirty-seven opportunities to perform and reporting gave four hundred ninety-two.

A total of four hundred thirty-one chances to report in conversation was greater, in the number of opportunities to perform, than story telling with four hundred eight opportunities and giving reviews with its three hundred twenty-nine opportunities.

Explanations gave three hundred opportunities and meetings offered two hundred eighty-one chances.

Using the telephone had one hundred ninety-five chances and descriptions gave one hundred eighty-three.

The number of opportunities for oral reporting in introductions was one hundred thirty-five and giving directions gave ninety-seven opportunities.

There was an average of three hundred eighty-seven chances for oral reporting in each book.

The authors of some textbooks treated as few as eight divisions of oral reporting, while others had all thirteen divisions reported upon. The total number of chances to perform in each book varied from two hundred sixty-six to five hundred seventy-two.

English Activities by Hatfield, Lewis and Guilfoile, had the greatest number of opportunities to perform and Words and Their Use by Bair, Neal, Foster, and Storm had the least number of phases of oral reporting represented in its study.

These textbooks represent four thousand nine hundred fifty-six opportunities for the student to perform in oral reporting from their aggregate of three thousand three hundred fourteen pages.

It would appear that authors do not agree to the importance, the amount, and the variety of practice needed for oral reporting. A study of the tables in this paper might help in determining the textbook to be used by each teacher for the school year.

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